Appendix D
April 2, 1996

Brett KenCairn
Rogue Institute of Ecology and Economy
P.O. Box 3213
Ashland, OR 97520

Dear Brett:

Enclosed is your original copy of the Memorandum of Understanding for the Ecosystem Workforce Training Partnership (aka "Jobs in the Woods"). Please keep this on file for future reference.

Good luck with the project. Feel free to call either myself or Ray Olsen if you have any questions.

Sincerely,

Bob Fletcher
Administrative Analyst

/bf
MEMORANDUM OF UNDERSTANDING

between

THE JOB COUNCIL
ROGUE COMMUNITY COLLEGE (RCC)
ROGUE INSTITUTE FOR ECOLOGY AND ECONOMY
BUREAU OF LAND MANAGEMENT (BLM)
U.S.D.A. FOREST SERVICE, ROGUE RIVER NATIONAL FOREST
U.S.D.A. FOREST SERVICE, SISKIYOU NATIONAL FOREST
SOUTHERN OREGON WOMEN’S ACCESS TO CREDIT (SOWAC)
SOUTHERN OREGON REGIONAL ECONOMIC DEVELOPMENT, INC (SOREDI)

This Memorandum of Understanding (MOU) outlines the individual organization responsibilities for the Ecosystem Workforce Training Partnership (also known as the "Jobs-in-the-Woods" project).

1. PROJECT GOAL

The purpose of this project is to provide field training and classroom instruction in forestry and ecosystem restoration projects for timber workers. The work and training is designed to build on existing skills, while increasing knowledge of forest stewardship and empowering the future forestry workforce to be more competitive based on high skill standards for workers and high performance standards for contractors.

Activities will be provided for up to 12 participants. Upon completion, program participants will gain a certificate of completion for the training and direct work experience, with the purpose of identifying participants as top candidates for high skill/high wage jobs in the evolving forest restoration and management industry, so as to serve the needs of both worker and future employer/contractor.

2. PARTICIPATING AGENCIES

Ecosystem Workforce Training Partnership
Memorandum of Understanding

3. **TIMELINE**

   This MOU begins April 1, 1996 and terminates no later than June 30, 1997, unless approved or modified by agreement with all participating organizations.

4. **STEERING COMMITTEE**

   Each agency agrees to send a representative to a regularly scheduled Ecosystem Workforce Training Partnership Steering Committee meeting. The Steering Committee will be a forum to discuss project activities and to address the concerns that might surface after implementation of the project.

5. **TERMINATION or MODIFICATION**

   Participating agencies may terminate their involvement in this Memorandum of Understanding by submitting a formal notice to the Ecosystem Workforce Training Partnership Steering Committee. Modifications within the scope of this Memorandum of Understanding shall be made by mutual consent of all participating organizations. Termination or modification changes must be signed and dated by a representative from each organization prior to the changes becoming effective.

6. **NON-FUND OBLIGATING DOCUMENT**

   This MOU is neither a fiscal nor a funds obligation document. Any endeavor involving reimbursement or contribution of funds between the participating organization will be handled in accordance with applicable laws, regulations, and procedures, including those for government procurement and printing. Such endeavors will be outlined in separate agreements that shall be made in writing by representatives of the agencies, and shall be independently authorized by appropriate statutory authority. This instrument does not provide such authority. Specifically, this instrument does not establish authority for noncompetitive award to the organizations listed above, of any contract or other agreement. Any contract or agreement for training or other services must fully comply with all applicable requirement for competition.

7. **PARTICIPATION IN SIMILAR ACTIVITIES**

   This MOU in no way restricts the organizations identified above from participating in similar activities with other public or private organizations or with individuals.
8. **REstrictions for Delegates**

Pursuant to Section 22, Title 41, United States Code, no member of, or delegate to Congress shall be admitted to any share or part of this MOU, or any benefits that may arise therefrom.

9. **The Job Council Agrees To:**

a. Recruit former timber/wood products workers and determine their eligibility for enrollment in JTPA Title III programs.
b. Provide JTPA case management services through project completion.
c. Provide funding for required personal tools, clothing, boots, gloves, safety glasses, etc., for JTPA eligible participants.
d. Provide tuition for JTPA participants for required classroom training as developed and provided by RCC within The Job Council’s policies and budget.
e. Provide job placement assistance for JTPA participants for the period beginning at least 30 days prior to completion of the classroom portion of the training up to 90 days after completion of such training.
f. Provide other necessary supportive services to participants who need such assistance in order to participate in this project.
g. Provide counseling and/or other JTPA training and assistance as is deemed necessary by The Job Council for those participants who might decide to drop out of this project or who, for other reasons, are unable to complete training.
h. Participate in regularly scheduled Ecosystem Workforce Training Partnership Steering Committee meetings as necessary to successfully complete the goals of the program.
i. Maintain contact with State JTPA Administrative staff to ensure that the progress of the local project is consistent with statewide goals.

10. **Rogue Community College Agrees To:**

a. Develop instructional curriculum and certification programs to support the overall training objectives of the project.
b. Coordinate participants’ access to state-wide educational courses offered via satellite from Oregon State University.
c. Provide oversight and coordination of training delivery. Work with partners to ensure appropriate training delivery for all project participants.
d. Participate in regularly scheduled Ecosystem Workforce Training Partnership Steering Committee meetings as necessary to successfully complete the goals of the program.
Ecosystem Workforce Training Partnership  
Memorandum of Understanding

e. Coordinate additional enterprise development support for training participants with SOWAC, SOREDI and Rogue Institute for Ecology and Economy.

11. ROGUE INSTITUTE for ECOLOGY AND ECONOMY

a. Work with The Job Council to recruit and screen JTPA eligible displaced timber/wood products workers for the project training program.
b. Assist Rogue Community College in curriculum development.
c. Hire and manage a team of JTPA eligible displaced workers to conduct projects in watershed restoration, forestry management, and other elements of ecosystem management for federal agencies, watershed councils, and other public and private organizations or individuals.
d. Work directly with federal agencies and other project partners to implement project activities described in separate project agreements.
e. Secure additional projects as needed for training the project participants.
f. Coordinate additional enterprise development support for training participants with SOWAC and RCC.
g. Provide on-going project and financial reporting for the workforce project related activities.
h. Participate in regularly scheduled Ecosystem Workforce Training Partnership Steering Committee meetings as necessary to successfully complete the goals of the program.
i. Pay all trainees $10.00 per hour for field work ($11.00 per hour for trainee crew leaders).
j. Be the employer-of-record for all trainees, crew leaders and supervisors, as well as project managers, and provide agreed-upon-wages and fringe benefits for trainees from receipts from project contracts.

12. BUREAU OF LAND MANAGEMENT AGREES TO:

a. Make Bureau of Land Management (BLM) lands available for the furtherance of this program, subject to applicable Federal laws, regulations, and Forest Plans, for the affected areas, and subject to approval by the Forest, Regional, or National office, as required.
b. Provide watershed restoration, timber stand improvement, or other resource-type projects to be completed by project participants.
c. Provide a minimum of (2) hours of technical education and/or training for training participants for each project. This could include on-site sessions with resource specialists to explain the project needs and objectives.
d. Enter into specific agreements to transfer BLM funds to the Rogue Institute of Ecology and Economy for project implementation.
Ecosystem Workforce Training Partnership
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e. Participate in regularly scheduled Ecosystem Workforce Training Partnership Steering Committee meetings as necessary to successfully complete the goals of the program.

13. **U.S.D.A. FOREST SERVICE, ROGUE RIVER NATIONAL FOREST AGREES TO:**

   a. Make National Forest System lands available for the furtherance of this program, subject to applicable Federal laws, regulations, and forest plans, for the affected areas, and subject to approval by the Forest, Regional or National office, as required.
   
   b. Provide watershed restoration, timber stand improvement, or other resource-type projects to be completed by project participants.
   
   c. Provide a minimum of (2) hours technical education and/or training for participants for each project and other training resources for which there is mutual agreement. This could include on-site sessions with resources specialists to explain the project needs and objectives.
   
   d. Enter into specific agreements to transfer Forest Service funds to the Rogue Institute of Ecology and Economy for project implementation when funds are available.
   
   e. Participate in regularly scheduled Ecosystem Workforce Training Partnership Steering Committee meetings as necessary to successfully complete the goals of the program.

14. **SOUTHERN OREGON WOMEN'S ACCESS TO CREDIT AGREES TO:**

   a. Participate in the development and presentation of entrepreneurial curriculum to be presented during the training sessions of the projects, and other training resources for which there is mutual agreement.

   b. Participate in regularly scheduled Ecosystem Workforce Training Partnership Steering Committee meetings as necessary to successfully complete the goals of the program.

15. **U.S.D.A. NATIONAL FOREST, SISKIYOU NATIONAL FOREST AGREES TO:**

   a. Make National Forest System lands available for the furtherance of this program, subject to applicable Federal laws, regulations, and Forest Plans, for the affected areas, and subject to approval by the Forest, Regional or National office, as required.
Ecosystem Workforce Training Partnership
Memorandum of Understanding

b. Provide watershed restoration, timber stand improvement, or other resourcetype projects to be completed by project participants.
c. Provide a minimum of (2) hours of technical education and/or training for participants for each project and other training resources for which there is mutual agreement. This could include on-site sessions with resource specialists to explain the project needs and objectives.
d. Enter into specific agreements to transfer Forest Service funds to the Rogue Institute of Ecology and Economy for project implementation when funds are available.
e. Participate in regularly scheduled Ecosystem Workforce Training Partnership Steering Committee meetings as necessary to successfully complete the goals of the program.

16. SOUTHERN OREGON REGIONAL ECONOMIC DEVELOPMENT, INC.

a. Participate in regularly scheduled Ecosystem Workforce Training Partnership Steering Committee meetings as necessary to successfully complete the goals of the program.
b. Provide assistance to access small business funding for graduates of the Ecosystem Workforce Training Partnership who choose to start their own businesses.
Ecosystem Workforce Training Partnership
Memorandum of Understanding

17. APPROVED:

Bruce McGregor, Executive Director
The Job Council

Harvey Bennett, President
Rogue Community College

Bret KenCain, Director
Rogue Institute of Ecology and Economy

Jim Gladen, District Manager/Forest Supervisor
U.S. Forest Service, Rogue River National Forest

Mary O'Kief, Director
Southern Oregon Women's Access to Credit

Dave Jones, District Manager
Bureau of Land Management

Mike Lunn, Forest Supervisor
U.S. Forest Service, Siskiyou National Forest

Gordon Safley, Executive Director
Southern Oregon Regional Economic Development, Inc.

3.27.96
Date

3.21.96
Date

3.26.96
Date

3.27.96
Date

3.21.96
Date

3.25.96
Date
Master Participating Agreement
between
Rogue River National Forest
Siskiyou National Forest
and
Rogue Institute for Ecology and Economy
for the Jobs in the Woods Training Project

THIS PARTICIPATING AGREEMENT, is hereby made and entered into by and between
the Rogue Institute for Ecology and Economy, hereinafter referred to as RIEE
and the Rogue River National Forest and the Siskiyou National Forest,
U.S. Department of Agriculture Forest Service, hereinafter referred to as the
Forest Service, under the provisions of the Cooperative Funds and Deposits Act,

I. INTRODUCTION

The Forest Service and RIEE have established this agreement to help one another
accomplish mutually beneficial objectives related to the creation and delivery
of a unique on-the-job training program designed to train displaced forestry
workers in basic skills related to ecosystem management.

II. MUTUAL BENEFITS

This program provides an important transition process for assisting the
traditional forestry workforce in developing the knowledge, skills, and
abilities necessary to implement the types of tasks which will be necessary to
carry out ecosystem management on both public and private lands. Through its
participation, the Forest Service has the opportunity to fulfill its mandate to
assist rural resource dependent communities in adapting to changing economic
and social circumstances. It also gives the agency an opportunity to help
shape the program in ways which will assure that the types of skills conveyed
will be applicable to the work which will be necessary in public lands, and get
needed projects completed on the National Forest.

Similarly, RIEE's role as project administrator and employer of the training crews
allows RIEE to carry out its goal of finding new approaches to forest
management which can address both the ecological necessities of the region, and
the economic needs of resource dependent communities.
III. THE FOREST SERVICE SHALL:

1. Make advance payments to the Cooperator. The Cooperator is approved to submit requests for advance payments on a monthly basis, for the Forest Service's proportionate share 90.8% of anticipated actual expenses, not to exceed $38,500, reduced by program income and other Federal and non-Federal cash contributions, as shown in the incorporated Financial Plan. If program income generated from the project exceeds the Cooperator's actual expenses, the Forest Service share is zero. The Forest Service will make advance payment upon receipt of an invoice. The first invoice may request an advance based upon estimated cost not to exceed 30 days expenditures. Each subsequent invoice shall display the Cooperator's (1) additional advance funded, if needed; and (2) the actual expenses incurred to date of the invoice (not just the Forest Service share of actual expenditures), displayed by separate cost elements as documented in the Financial Plan, less program income and other Federal and non-Federal cash contributions, and previous Forest Service payments.

2. Support the project by providing technical assistance in project implementation. The Forest Service may also be invited to participate in several of the classroom training days to provide instruction in basic principals related to activities required in the project work.

3. Help to coordinate project activities as needed to assure the availability of technical assistance necessary to implement projects.

4. Assist in identifying additional projects which could be conducted in association with this program.

5. Provide technical assistance, instruction, and equipment loans if appropriate and feasible for project implementation. All equipment loans will require an additional signed agreement stating the terms of use.

IV. RIEE SHALL:

1. Provide crews to complete the assigned work projects to the specifications and standards of the Forest Service.

2. Provide vehicles, supervision, and support services.

3. Manage and process all administrative records required for participants in this program.

4. Be responsible for all of the financial considerations of the workforce and will submit a final report summarizing the tasks accomplished and the resources utilized to complete each project.
5. Bill the Forest Service for their prorated share to date. The Forest Service will make advance payment upon receipt of an invoice. The first invoice may request an advance based upon estimated cost not to exceed 30 days expenditures. Each subsequent invoice shall display the Cooperator's (1) additional advance funded, if needed; and (2) the actual expenses incurred to date of the invoice (not just the Forest Service share of actual expenditures), displayed by separate cost elements as documented in the Financial Plan, less program income and other Federal and non-Federal cash contributions, and previous Forest Service payments. The invoice should be forwarded as follows:

a. Send an original copy to:

Dan Ingledue  
Applegate Ranger District - Rogue River National Forest  
6941 Upper Applegate Road  
Jacksonville, OR 97530

b. Send a xerox copy to:

Rogue River National Forest  
Attn: Jill Zan - Finance  
P.O. Box 520  
Medford, OR 97501  
(503) 858-2246

6. Give the Forest Service or Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers or documents related to this agreement.

V. IT IS MUTUALLY AGREED AND UNDERSTOOD BY THE FOREST SERVICE AND COOPERATOR THAT:

1. Forest Service support shall be acknowledged in publications and audiovisuals.

2. Specific indirect cost rates are approved in the initial instrument. If the rates change at any time during the performance period, the proposed adjustments shall be resubmitted to the Forest Service for verification, consideration, and approval, prior to the adjusted rates being billed. Approved rates shall be incorporated by written modification.

3. Pursuant to 31 U.S.C. 3716 and 7 CFR Part 3, Subpart B, any monies that are payable, or may become payable, from the United States under this instrument, to any person or legal entity not an agency or subdivision of a State or local government, may be subject to administrative offset for the collection of a delinquent debt the person or legal entity owes to the United States. Information on the person's or legal entity's responsibility for a commercial debt or delinquent consumer debt, owed the United States, shall be disclosed to consumer or commercial credit reporting agencies.
4. Pursuant to 31 U.S.C. 3717 and 7 CFR Part 3, Subpart B, an interest charge shall be assessed on any payment due the Government not made by the payment due date.

Interest shall be assessed using the most current rate prescribed by the United States Department of the Treasury Fiscal Requirements Manual (TFRM-6-8020.20). Interest shall accrue from the date the payment was due. In addition, in the event the account becomes delinquent, administrative costs will be assessed.

A penalty of 6% per year shall be assessed on any payment overdue in excess of 90 days from the payment due date.

Payments will be credited on the date received by the designated Collection Officer or deposit location. If the due date(s) for any of the above payments, fees, or calculation statements, falls on a non-workday, the charges shall not apply until the close of business of the next workday.

5. Modifications within the scope of the instrument shall be made by mutual consent of the parties, by the issuance of a written modification signed and dated by both parties, prior to any changes being performed. The Forest Service is not obligated to fund any changes not properly approved in advance.

6. Either party(s) upon mutual agreement, in writing, may terminate the instrument in whole, or in part, at any time before the date of expiration. Neither party(s) shall incur any new obligations for the terminated portion of the instrument after the effective date, and shall cancel as many obligations as is possible. Full credit shall be allowed for each party's expenses and all noncancellable obligations properly incurred up to the effective date of termination.

7. The Cooperator shall comply with all Federal statutes relating to nondiscrimination, and all applicable requirements of all other Federal laws, executive orders, regulations, and policies. These include, but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (40 U.S.C. 2000), which prohibits discrimination on the basis of race, color, handicap, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683 and 1685-1686), which prohibits discrimination on the basis of sex.

8. Improvements placed on National Forest System land, at the direction of either of the parties, shall thereupon become the property of the United States, and shall be subject to the same regulations and administration of the Forest Service as other National Forest improvements of a similar nature.

9. This instrument in no way restricts the Forest Service or the Cooperator(s) from participating in similar activities with other public or private agencies, organizations, and individuals.

10. No part of this instrument shall entitle the Cooperator to any share or interest in the project, other than the right to use and enjoy the same under the existing regulations of the Forest Service.
11. Pursuant to Section 22, Title 41, United States Code, no Member of, or Delegate to, Congress shall be admitted to any share or part of this instrument, or any benefits that may arise therefrom.

12. Nothing herein shall be considered as obligating the Forest Service to expend, or as involving the United States in any contract or other obligations for the future payment of money in excess of obligations approved and made available for payment under this instrument and modifications thereto.

13. This instrument is executed as of the last date shown below, and expires no later than June 30, 1996, at which time it is subject to review, renewal, or expiration.

14. The principal contacts for this instrument are:

<table>
<thead>
<tr>
<th>Tom Dew</th>
<th>Brett KenCairn</th>
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</thead>
<tbody>
<tr>
<td>USDA, Forest Service</td>
<td>Rogue Institute for Ecology &amp; Economy</td>
</tr>
<tr>
<td>Rogue River National Forest</td>
<td>P.O. Box 3213</td>
</tr>
<tr>
<td>P.O. Box 520</td>
<td>Ashland, OR 97520</td>
</tr>
<tr>
<td>Medford, OR 97501</td>
<td>(503) 858-2301</td>
</tr>
<tr>
<td>(503) 482-6031</td>
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15. Federal wage provisions (Davis-Bacon or Service Contract Act) are applicable, as indicated below, to any contract developed and awarded under this instrument, where all or part of the funding is provided with Federal funds. Davis-Bacon wage rates apply on all public works contracts in excess of $2,000.00, and Service Contract Act wage provisions apply to service contracts in excess of $2,500.00. The Forest Service will award contracts in all situations where their contribution exceeds 50% of the costs of the contract. If a Cooperator is approved, to issue a contract, it shall be awarded on a competitive basis.

16. The Cooperator has the legal authority to enter into this instrument, and the institutional, managerial, and financial capability (including funds sufficient to pay non-Federal share of project costs) to ensure proper planning, management, and completion of the project.

17. Advance payments, based on estimated costs, are approved, and shall not exceed the minimum amount needed or no more than is needed for a 30-day period, whichever is less. Advance Forest Service funding may only be used for those project activities approved in (1) the initial instrument, (2) modifications thereto, or (3) supplemental project plans prior to any costs being incurred. Any and all costs incurred, intended to be covered using advance funding, shall be deemed unallowable unless specifically approved with a fully executed modification or supplemental project plan.
IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the last date written below.

Rogue Institute of Ecology and Economy

Brett KenCavin
Name
Executive Director
Title

4/14/95
Date

USDA Forest Service

Rogue River National Forest

James T. Gladen
Forest Supervisor
Title

1/14/95
Date

USDA Forest Service

Siskiyou National Forest

J. Michael Lunn
Forest Supervisor

4/14/95
Date
FOREST SERVICE CONTRIBUTION

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Total FS Contribution ........................................... $ 78,612

COOPERATOR'S CONTRIBUTION

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In-Kind Contributions from other sources:
Education stipend for trainees ......................... 20,790
Community Assistance Grant .............................. 10,472

Total Cooperator Contribution ................................ $ 35,153

PROJECT TOTAL ..................................................... $113,765

Total FS Share 69% of Project Value
Cooperator Share 31% of Project Value

(1) Estimated payment to Cooperator.

Reimbursement shall be made only upon actual expenses incurred by the Cooperator, not to exceed estimated payment (see (1)).

Management Codes-013024, 013023, 013021, 702096  Fund Codes-Various (JITW Mix)
United States Department of the Interior
Bureau of Land Management

ASSISTANCE AGREEMENT

NOTE: By signing this document, the recipient accepts this agreement and agrees to perform in accordance with all the enclosed terms, conditions, and documents attached hereto.

1. AGREEMENT NO. 14229952-A6-2001
2. TASK ORDER NO.
3. TYPE OF AGREEMENT (Check one)
   ☑ COOPERATIVE AGREEMENT
   ☐ GRANT

NAME, ADDRESS AND PHONE NO. OF ASSISTANCE OFFICER
USDI-BUREAU OF LAND MANAGEMENT
OREGON STATE OFFICE (952)
ATTN: ROBERT E. HEATON
P.O. BOX 2965
PORTLAND, OREGON 97208

NAME, ADDRESS AND PHONE NO. OF RECIPIENT
BRITT KENCALIN
ROGUE INSTITUTE
P.O. BOX 3213
ASHLAND, OREGON 97520

NAME, ADDRESS AND PHONE NO. OF RECIPIENT'S PROJECT MANAGER

PROGRAM STATUTORY AUTHORITY
P.L. 94-579, FLMA: JOBS IN THE WOODS

STARTING DATE
SEE BLOCK NO. 17C

EFFECTIVE DATE
SEE BLOCK NO. 17C

CALANDAR YEAR FROM EFFECTIVE DATE

TYPE OF RECIPIENT (Check one)
☐ STATE
☐ LOCAL GOVERNMENT
☐ INDIAN TRIBAL GOVERNMENT
☐ EDUCATIONAL INSTITUTION
☐ INDIVIDUAL
☐ FOR-PROFIT ORGANIZATION
☐ NON-PROFIT ORGANIZATION
☐ OTHER (Specify)

FUNDING INFORMATION
Recipient $ 0
BLM $ 0

ACCOUNTING AND APPROPRIATION DATA
PROJECT FUNDS WILL BE OBLIGATED BY TASK ORDERS.

PROJECT TITLE AND BRIEF SUMMARY OF THE PURPOSE AND OBJECTIVES
JOB TRAINING AND EDUCATION FOR DISLOCATED TIMBER WORKERS.

NAME AND TITLE OF SIGNER (Type or print)
BRITT KENCALIN

RECIPIENT 16a. DATE SIGNED 4/26/96

NAME AND TITLE OF ASSISTANCE OFFICER (Type or print)
ROBERT E. HEATON

17a. UNITED STATES OF AMERICA

17c. DATE SIGNED

(Notarized Signature)
I. Statement of Joint Objectives

A. Purpose. This cooperative agreement is made and entered into by the Department of the Interior, Bureau of Land Management, Oregon State Office (BLM); and the Rogue Institute of Ecology and Economy for the purpose of cooperating in the Northwest Economic Adjustment Initiative, Jobs in the Woods.

B. Objective. The training of dislocated or soon to be dislocated timber workers who lack adequate education and/or job skills to compete in the field of ecosystem restoration, both public and private sector.

C. Authority.


D. Benefits. The benefit associated with this program is the availability of an up to date and properly trained local workforce, able to compete in today's changing work environment.

II. Definitions.

A. Assistance Officer (AO): means the Bureau of Land Management's Assistance Officer.


C. BLM: means the Bureau of Land Management. May also be referred to as Bureau.


E. Cooperative Agreement: means this cooperative agreement.

F. Fiscal Year (FY): means the Federal fiscal year which extends from October 1 of one year through September 30 of the following year.

G. Not-to-Exceed (NTE) Amount: means the maximum Federal funding amount.

H. RIEE: means the Rogue Institute for Ecology and Economy. May also be referred to as recipient.

I. Task Order (TO): means the order which is issued against the agreement to obligate funds for specific services or work to be accomplished.
III. Project Management Plan.

A. The RIEE agrees to:

1. Recruit eligible participants, ensure the recruits are properly trained in safe working practices, and are prepared with appropriate work attire. The RIEE will provide tools, transportation, and hardhats.

2. Ensure payroll, workers' compensation, expenses (labor and administration) are maintained in accordance with this agreement, and to require that any other entities the RIEE enters into agreement with for completion of work under this agreement will do the same.

B. The BLM agrees to:

1. Provide technical oversight. Technical oversight will include plans, drawings, maps and specifications for all projects. It will not include crew supervision. BLM specialists will be provided on an as-needed basis. The specialist's responsibilities will include some training of technical aspects of the project both in a classroom and field environment.

2. Participate in the RIEE interview and evaluation process of applicants, to the extent requested by RIEE.

3. Provide reimbursements to the RIEE in accordance with Sections VI and VII (Financial Support and Payments) of this agreement and applicable OMB and Treasury Circulars.

IV. Term of Agreement. This cooperative agreement shall become effective on the date of signature of the BLM AO and shall remain in effect until 12 months following the date of signature, unless terminated in accordance with the provisions of 43 CFR, Subpart F, Section 12.961.

V. Task Orders.

A. Issuance. If any task orders (TO's) are issued they will be issued in writing by the AO and must be signed by both the authorized RIEE official and the AO to be effective.

B. Contents. A task order will contain:

1. The specifications or statement of work that will be performed under that specific task order.

2. A list of any deliverable items that are required.

3. Any necessary drawings and/or location maps.

4. The delivery schedule or completion time which has been negotiated based on the level of difficulty, site location, etc.
5. A Not-to-Exceed amount for the task.

6. Any other detail or information necessary.

VI. Financial Support.

A. This cooperative agreement shall be funded by issuance of TD's based on the availability of BLM funding. The RIEE hereby releases the BLM from all liability due to failure of Congress to appropriate funds for this agreement.

B. Funds obligated for a specific task order but not expended in that fiscal year can be carried forward and expended in subsequent fiscal years for that particular task order.

C. $150,000.00 represents the Not-to-Exceed (NTE) amount for which the BLM will be responsible under the terms of this agreement. The BLM shall not be obligated to pay for nor shall the RIEE be obligated to perform any effort that will require the expenditure of Federal funds above the NTE amount.

VII. Payments.

A. Electronic Funds Transfer Payments

1. Payment under this agreement will be made by the Government by electronic funds transfer (through the Treasury Fedline Payment System (Fedline) or the Automated Clearing House (ACH)).

2. After award, but no later than 14 days before an invoice or agreement financing request is submitted, the recipient shall designate a financial institution for receipt of electronic funds transfer payments (SF-3881), and shall submit this designation to the following address:

   Bureau of Land Management,
   Service Center, SC-616
   Denver Federal Center, Bldg. 50
   PO Box 2047
   Denver, CO 80225-0047

3. If a designation has been submitted to the Bureau of Land Management under a previous agreement it is not necessary to complete another SF-3881 unless there is a change of financial institution.

   B. The RIEE shall be entitled to payment or reimbursement at least monthly upon submission of an original invoice estimating services to be provided the following month, reconciled monthly with actual expenditures.

   C. If advance payments are made the RIEE must submit a Federal Cash Transaction Report, SF 272 to the AO 15 working days following the end of each quarter.
D. Advance payments shall be made only in amounts necessary to meet current disbursement needs and shall be scheduled so that the funds are available only immediately prior to their disbursement.

VIII. Property Management and Disposition.

Any BLM property used or other property acquired under this agreement, including intangible property such as copyrights and patents shall be governed by the provisions of 43 CFR, Subpart F, Section 12.931 through 12.937.

IX. Deliverables and Reports.

Submit one copy of an annual performance report to the AR within 90 days after the end of the fiscal year. The performance report must be prepared in accordance with 43 CFR, Subpart F, Section 12.951 and address items such as a comparison of actual accomplishments with established goals, reasons why goals may not have been met, cost overruns and any other pertinent information.

X. Key Officials.

A. Assistance Officer

Robert Heaton
Bureau of Land Management
Oregon State Office (952)
P.O. Box 2965
Portland, OR 97208

Telephone Number (503) 952-6224

The AO is the only individual authorized to obligate funds, award, modify or terminate the agreement or any task order thereto. The AO is responsible for issuing task orders, monitoring agreement and task order compliance, enforcing the agreement provisions, issuing timely performance and payment approvals, terminating the agreement or any task order thereto and closing out the agreement.

B. Assistance Representative

Bob Walker
Bureau of Land Management
Medford District Office
3040 Biddle Rd.
Medford, OR 97504

Telephone Number (503) 770-2201

The Assistance Representative will be designated for the purpose of administering the technical aspect of the agreement. The AR is authorized to clarify technical requirements, and to review and approve work which is clearly within the scope of the work specified in this agreement. The AR is not authorized to issue changes or in any other way modify this agreement.
C. Project Inspector

At the time of award, a BLM employee(s) may be appointed as the Project Inspector (PI). If appointed, the PI will be responsible for providing on-site inspection of the work and for giving the RIEE representative any special instructions, guidance, or training necessary to complete or perform the work. The PI will not be authorized to issue changes or in any way modify the agreement.

D. RIEE Responsible Officer

Brett KenCairn (Alternate - Glen Brady)
Rogue Institute of Ecology and Economy
762 A St.
Ashland, OR 97520
Telephone (503)482-6031

The Responsible Officer is the only individual authorized to obligate funds, award, modify or terminate the agreement or any TO thereto. The Responsible Officer is responsible for monitoring the agreement, termination actions including any TO thereto and closing out the agreement.

E. RIEE Project Manager

At the time of award, RIEE will appoint a representative to receive special instructions or guidance necessary to complete or perform the work, monitor task(s) and TO compliance, enforcing the agreement provisions, and invoicing requirements. The Project Manager will not be authorized to issue changes or in any way modify the agreement.

XI. Special Terms and Conditions.

A. Order of Precedence

Any inconsistency in this cooperative agreement shall be resolved by giving precedence in the following order: (a) Any national policy requirements or standards; (b) requirements of the applicable OMB and Treasury Circulars; (c) 43 CFR Part 12; (d) special terms and conditions; (e) all Cooperative Agreement sections, documents, exhibits, and attachments; and (f) all task order sections, documents, exhibits, and attachments.

B. Modifications

This agreement may be modified by written agreement signed by both a RIEE official and the AO. Administrative changes (i.e. Assistance Officer name change) which do not change the project management plan, NTE amount, etc. or otherwise affect the recipient may be signed unilaterally by the AO.

C. Officials Not to Benefit

No member of or delegate to Congress, or resident commissioner, shall be admitted to any share or part of this agreement, or to any benefit arising from it. However, this clause does not apply to this agreement to the extent
that this agreement is made with a institute for the institute's general benefit.

D. Endorsement Provision

Recipient shall not publicize or otherwise circulate, promotional material (such as advertisements, sales brochures, press articles, manuscripts or other publications) which states or implies governmental, Departmental, Bureau, or government employee endorsement of a product, service, or position which the recipient represents. No release of information relating to this award may state or imply that the Government approves of the recipient's work products, or considers the recipient's work products to be superior to other products or services.

All information submitted for publication or other public releases of information regarding this project shall carry the following disclaimer:

The views and conclusions contained in this document are those of the authors and should not be interpreted as representing the opinions or policies of the U.S. Government. Mention of trade names or commercial products does not constitute their endorsement by the U.S. Government.

Recipient must obtain prior Government approval for any public information releases concerning this award which refer to the Department of the Interior or any bureau or employee (by name or title). The specific text, layout photographs, etc. of the proposed release must be submitted with the request for approval.

A recipient further agrees to include this provision in a subaward to any subrecipient, except for a subaward to a State government, a local government, or to a federally recognized Indian tribal government.

E. Procurement Procedures

It is a national policy to place a fair share of purchases with minority business firms. The Department of the Interior is strongly committed to the objectives of this policy and encourages all recipients of its grants and cooperative agreements to take affirmative steps to ensure such fairness. Positive efforts shall be made by recipients to utilize small businesses, minority-owned firms, and women's business enterprises, whenever possible. Recipients of Federal awards shall take all of the following steps to further this goal:

1. Ensure that small businesses, minority-owned firms, and women's business enterprises are used to the fullest extent practicable.

2. Make information on forthcoming opportunities available and arrange time frames for purchases and contracts to encourage and facilitate participation by small businesses, minority-owned firms, and women's business enterprises.
3. Consider in the contract process whether firms competing for larger contracts intend to subcontract with small businesses, minority-owned firms, and women's business enterprises.

4. Encourage contracting with consortiums of small businesses, minority-owned firms and women's business enterprises when a contract is too large for one of these firms to handle individually.

5. Use the services and assistance, as appropriate, of such organizations as the Small Business Development Agency in the solicitation and utilization of small business, minority-owned firms and women's business enterprises.

XII. General Provisions.

A. National Policy Requirements and Administrative Management Standards. All applicable national policy requirements and administrative management standards as set forth in the Office of Management and Budget, Financial Management Division, Directory of Policy Requirements and Administrative Standards for Federal Aid Programs are incorporated by reference.

B. 43 CFR Part 12, Administrative and Audit Requirements and Cost Principles for Assistance Programs is incorporated by reference.

C. OMB Circular A-133, Audits of Institutions of Higher Learning and Other Non-Profit Institutions is incorporated by reference.


F. Pursuant to Sec. 310 of the Department of the Interior and Related Agencies Appropriations Act, 1994, Public Law 103-138, 107 Stat. 1312, please be advised of the following:

In the case of any equipment or product that may be authorized to be purchased with financial assistance provided using funds made available in this Act, it is the sense of the Congress that entities receiving the assistance should, in expending the assistance, purchase only American-made equipment and products.

Recipient agrees to follow the procedures in 43 CFR Part 12, Subpart E - Buy American Requirements for Assistance Programs (See Federal Register, Vol. 59, No. 137, July 19, 1994, Pages 36713 - 36717).
WATERSHED RESEARCH AND TRAINING CENTER

Dislocated Worker Retraining Program

Shasta College November 9, 1995

CONTENTS

- OVERVIEW OF PROGRAM
- COURSE SYLLABUS
- PROJECT LISTING 1995 - 1996
- COURSE SUMMARIES 1995
- COMPETENCIES
- EXAMPLE CERTIFICATE OF COMPLETION

- Participating agreement (USFS)
- Agreement for Services (TOT)
- Shasta College (MOU)
OVERVIEW

Dislocated worker Retraining Program

Eco-System Management Technician: The Watershed Research and Training Center in Hayfork began Spring training in Ecosystem Management in May. The classes are expected to continue for the next two years, offering training to at least 20 workers per field season. The classes are targeted for displaced forest workers and are accredited through Shasta College. Experienced workers will be retrained for contract work in the Shasta Trinity National Forest. Workers will receive $10.29 per hour for the field work portion and are expected to work 40 hours per week for at least 6 months. Workers will learn and carry out new approaches to forest health including restoration, fuels reduction, plantation thinning, inventory and surveying. They will learn principles of ecology for ecosystem management and be given an introduction to the content and intent of the Federal Ecosystem Management Assessment Team's Plan (FEMANT, also known as the President's Plan).

This innovative training program, built upon partnerships among the Forest Service, the Watershed Research and Training Center, Shasta College, Trinity Occupational Training, local contractors and local workers, has become a model throughout sixteen counties. This program requires much local cooperation and expertise. The program is being piloted in three counties in FY95. Del Norte, Humboldt, and Trinity Counties are currently operating programs for Spring 96 start-up. Other counties will come on line as they are ready.

Retraining Program Underpinnings: This sixteen county forest worker retraining program for dislocated timber workers and laid off Forest Service temps and employees, the program hinges upon:

1. A commitment of the DOL Job Training Partnership Division to experiment with a unique training program which integrates "on-the-job" partial wage reimbursement and funding for field trainers and training activity through a $3.8 million grant recently received by the State of California Employment Development Division Title III program.

2. A commitment from local community colleges to provide instructor dollars and quality control in curriculum development and implementation.
3. A commitment from local community based organization to serve as the employer of record for training activities and to coordinate and administer the field program.

4. A commitment from the USFS, BLM, other governmental agencies and private enterprise to provide projects and project funding for training purposes. Projects must be broad range and provide cross training opportunities in field practices, ecological unit inventory skill, NEPA, monitoring and data entry. The USFS agreed to use Participation Grants and Agreement, PL 1948.

**Program Expansion Status:** The program is being piloted in three counties in FY95. Del Norte, Humboldt, and Trinity Counties are currently operating program. Siskiyou, Plumas, Lake, Mendocino, Shasta and Lassen counties are actively planning for Spring 96 start-up. Other counties will come online as they are ready. A training session for JTPA program operators in scheduled for July 25th and 26th in Chico.
Shasta College - Agriculture and Natural Resources Division
Introduction to Ecosystem Management (Conservation Awareness)
First Class Handout

Title of Course
Introduction to Ecosystem Management (Conservation Awareness)
Prerequisite: none
Number of Units: 1
Course Instructor: Yvonne Everett

Catalogue Course Description
This course is an introduction to applied forest ecosystem ecology. Principles of forest ecosystem composition, structure and function will be introduced with an emphasis on the impact of various management activities on ecosystem function.

Course Subject Matter Outline
1. Ecological Principles
2. Ecosystems
3. Plant Growth Requirements, Nutrient Cycling
4. Soils and Geology
5. Forest Hydrology, Climate, Elevation
6. Forest Plant Communities and Habitat I
7. Forest Plant Communities and Habitat II
8. Ecosystem Processes: Time -Succession
9. Ecosystem Processes: Disturbance Regimes (e.g. Fire).
10. Landscape Analysis: Cumulative Effects
11. People in the Landscape: Mngm’t Impacts, Sustainability
12. Field Exams

Plant ID
Plant ID
Plant ID
Soils
Site Assessment
Communities
Communities
Succession
Fire Assessment
Landscape Assm’t
Impact Assessment
Field Exams

Course Objectives/ Skills to be developed in the course:

1. **Plant ID**: Students will be able to identify 50 plant species found in the Shasta-Trinity National Forest and surrounding area including all of the trees.

2. **Plant Community and Habitat Assessment**: Students will be able to identify the plant community and the key species of fauna dependent upon that community.

3. **Site Inventory**: Students will be able to assess a site for its general forest growth capability; successional stage; habitat for key species of fauna, presence of disturbance and relative risk of fire or other disturbance processes, special forest product values, recreation and FEMAT standards and guidelines.

4. **Assessing ecosystem management activities**: students will assess likely impacts of different management practices on a site regarding in particular: e.g. fire risk, soil compaction, soil erosion, infiltration and nutrient cycling and plant and wildlife habitat
from activities related to fire suppression; erosion control; road closure; thinning; timber harvest, restoration work; choice of tools, equipment

5. Landscape integration: Students will be able to use a topographical map to link a site into the larger landscape in order to assess likely influences of management activities in one place on other locations in the landscape.

Basic Materials for the Class
materials for plant collection (8 1/2 x 11 " cardboard; 5 x 7 " cards; elastic bands)

Classroom Management/ Instructor Policies
Objectives will be met by field lectures, group discussion and field exercises.

Methods of Evaluation/Grading Scale
Exams will be carried out in the field. Students will be evaluated on a pass/not pass basis

Course evaluation breakdown: Class participation 30%
Plant Collection 20%
Field exams 50%

Methods of Instruction
Field presentations, discussion, field exercises;

Required Outside Class Assignment
Each student will prepare a plant collection of 50 species found in local ecosystems
<table>
<thead>
<tr>
<th>Projects</th>
<th>Start Date</th>
<th>Est. Completed</th>
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<tr>
<td>Smokey Creek Fencing</td>
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<td>East Fork Fuels</td>
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<td>Survival/Stocking Exam</td>
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ECOSYSTEM MANAGEMENT TECHNICIAN CLASSES
MAY 8, 1995 - NOVEMBER 17, 1995

Date: May 8
Location: Classroom/Field - Barker Creek Area
Instructors: Yvonne Everett, Roger Jaegel, Durand Mortenson
Guests: Dave Loeffler, USFS-LEO
        Dan Lane, E.M.T.
Topics:
        - Orientation
        - Safety and First Aide
        - Radio Use - Shasta Trinity N.F.
        - Field review of evenaged management, thinning, shaded fuel break.
        - Introduction to plant communities/plant identification
Handouts: Course outline
        Shasta Trinity N.F. radio use handbook.
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: May 18
Location: Field - Indian Valley
Instructors: Ken Baldwin, Yvonne Everett, Durand Mortenson
Topics: - Principles of Ecology
        - Plant growth requirements
        - Soils/Geology
        - Ecosystem formation
        - Plant Identification
Handouts: Plant anatomy drawings
          Species list (Common names)
ECOSYSTEM MANAGEMENT TECHNICIAN CLASSES

Date: May 19

Location: Indian Valley

Instructors: Ken Baldwin, Yvonne Everett, Roger Jaegel, Durand Mortenson

Topics:
- Plant Communities
- Vegetation Inventory Plots (exercise)
- Plant Identifications
- History of management activity
- Even age/uneven aged management
- Review prescription for wildlife area - Butter E.M. Plan

Handouts:
Measurement summary
Map work
Horizontal distance/slope distance
Measuring tree heights and diameters
Boring trees for age
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: May 26
Location: Buck Ridge Fuels Project - South Fork Mountain
Instructors: Yvonne Everett, Roger Jaegel
Topics:
- History of management activities
- Fuels reduction project review
- Identification of ecosystems
- Ecosystems/Landscapes/Plant Communities
- Plant collection and identification (Exercise)
- Succession
- Climate/Microclimate
- Water relationships in forest ecosystems

Handouts:
ECOSYSTEM MANAGEMENT TECHNICIAN CLASSES

Date: June 2

Location: Field - Buck Ridge Area - South Fork Mountain

Instructors: Ken Baldwin, Roger Jaegel

Topics:
- Intro. to forest land management plan
- Intro. to Presidents forest plan
- Description of management area and late successional reserve
- History of management activity
- Review fuel break thinning
- Review overstory removal cutting
- Review regeneration unit with green tree retention

Handouts:
- South Fork Mountain management area (STLMP)
- Major silviculture systems and their application (STLMP)
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: June 20

Location: Hayfork Summit Plantation 1964 burn area

Instructors: Roger Jaegel, Durand Mortenson

Topics:
- Fire history
- Salvage and Restoration
- Planting prescription

Description of thinning types
- Crown thinning
- Selection thinning
- Geometric thinning
- Thinning to new ecosystem management objectives (desired condition)

Exercises
- Locate area on forest LMP map
- Determine Presidents Plan allocation
- Determine forest plan prescription
- Determine management area

List special influence area
- Highway 3

Review
- Types of harvest prescription
- Vegetation types/plant communities

Handouts:
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: June 23

Location: Ditch Gulch, Dubekella Mountain area of Hayfork AMA

Instructors: Ken Baldwin, Yvonne Everett, Roger Jaegel, Durand Mortenson

Topics: Intro. to:

- Wildlife inventory

- Methods

Wildlife habitation relationship

- Field plot data collection

- Discussion of plot data

- History of management in the area

- Definition of management (Hayfork AMA)

Handouts: CWHR training manual

  selected papers

List of species of special concern

Sampling methods for wildlife

BATS
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: July 14
Location: Big Creek late successional reserve
Instructors: Ken Baldwin, Yvonne Everett, Roger Jaegel
Guests: Tim Viel - Fisheries Bio, George Zink - Hydrologist, Frances Duchi Shasta College, Susan Rhodes, TOT
Topics: Area Description (LSR)
        History of Management
        Aquatic Inventories
        Stream survey techniques (exercise)
        Riparian ecosystems inventory (exercise)
        Review of riparian vegetation
        Map location NW'1/4NW1/4 Sec (exercise)
Handouts: General stream survey
          Riparian site assessment sheet
          Fish indentification drawing
          "Bugs - What are They Good for"
          Bioassessment sampling procedure
          Habitat assessment quide
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: July 21
Location: Friendly Fire (1987) Rail Gulch
Instructors: Ken Baldwin, Yvonne Everett, Roger Jaegel
Topics:
- Area description
- Management History/Fire History
- Fuels management
- Fuel loading - photo series (exercises)
- Fire danger rating system
- Fuel moisture, temperature, humidity, wind speed
- Contract fire plan for service contracts and timber sales
- Contracts and timber sales
- Emphasis on fire compliance and liability
- Plant identification review
- Geopositioning introduction (GPS)

Handouts: Fire and our Ecosystems
Guidelines for fire requirement for HFRD timber sales
Fire plan for service contracts
Forest management burning handbook
"The Crisis in Our Forests" Sunset Magazine July 1995
Handouts on GPS
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: July 28
Location: Ditch Gulch area (Hayfork AMA)
Instructors: Ken Baldwin, Yvonne Everett, Roger Jaegel
Guests: Sherry Chilott - USFS Archaeologist
Faye Teach - USFS Archaeologist Technician
Topics:
- Antiquities Act
- Archeological Recon. Report
- Site identification and recording
- Soils inventory
- Soil profiles/types
- Soil classification
- Competency testing for intro. to ecosystem management
- Competency review for forest practices.
Handouts:
Archeological site record
Summary of federal cultural legislation
Recognizing prehistoric artifacts
Glass bottles - basic ID
Tin cans - basic ID
A soil profile
Soil inventory - Shasta/Trinity NF
Runoff and soil erosion
Physical properties of soils and plant environments
Cal. Board of Forestry - procedure for estimating soil erosion hazard rating (1990)
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: August 4th
Location: Pilot Creek Watershed, Mad River RD
Instructors: Ken Baldwin, Roger Jaegel
Guests: USFS Martha Ketelle, Marcia Andre'
Topics: -Pilot Creek ecosystem management plan - field review (public meeting)
        -Watershed analysis/Watershed
        -Thinning prescription for Fisher and Goshawk
        -Habitat improvement
        -Fuels management
        -Review of tree measurement (exercise)

Handouts:

Note: The class participated in a public field trip for the Pilot Creek Ecosystem Management Project. Martha Ketelle, Marcia Andre' and the staff of the Mad River Ranger Station, presented a field tour of Pilot Creek and explained the Ecosystem Management Plan in the AMA.
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: August 11

Location: Sweeny Gulch Hayfork Creek (Hayfork AMA)

Instructors: Ken Baldwin, Roger Jaegel

Guests: Jennifer Chambers, USFS Hydro Tech.
Julia Riber USFS AMA Coordinator
Susan Rhodes TOT

Topics: Ecological Unit Inventory

- Vegetation mapping (exercise)
- Riparian are mapping (exercise)
- Hydrology and fisheries data

Intro. to Hayfork AMA

- Adaptive Management implementation plan

Handouts: Vegetation mapping notes
Hydrology and fisheries data
Riparian EUI data
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: Sept. 1
Location: Tulop III Fuel Break
Instructors: Ken Baldwin, Roger Jaegel
Topics: - Chipper operation and safety (exercise)
- Fuel breaks objectives/marking
- Review of stand inventory and tree measurement
- Review required competencies
- Tulop III fuel reduction operation plan including:
  - Scope and duration
  - Project description
  - Location
  - Equipment requirement and limitation
  - Work standard for cutting, brushing, hand piling and covering

Handouts:
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: Sept. 8
Location: Field Tulop III Fuel Break
Instructors: Ken Baldwin, Roger Jaegel
Topics:
- Time/work study plots on fuel break
  - Use of redy mapper
    for traversing plots (exercise)
  - Determination of area (acres) from redy mapper
  - Calculation of cost/acre for fuel break plots
  - Comparison of redy mapper traverse and GPS traverse in terms of
    time/cost
Handouts:
- Hourly rates and roll up cost for crew time
- Time work study and costs per acre for plots #1 and #4 - Tulop Fuel Break
- Directions for Reinhardt Redy Mapper, Lilligren model
- Slope correction tables
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: Sept 15
Location: Big Creek Timber stand plot
Instructors: Roger Jaegel, Durand Mortenson
Topics:
- Tree measurement (exercise)
- Plot traverse for timber stand/redy mapper (exercise)
- Survival exam technique (exercise)
- History of management activity in the area
- Competency testing for forest practices
Handouts:
USFS timber cruise book
Cruising guidelines for salvage sales
Variable radius plot
Timber cruising handbook
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: Sept. 22

Location: Field - Donaldson Creek (Big Creek Drainage)

Instructors: Ken Baldwin, Roger Jaegel, Durand Mortenson

Guest: Ginger Lynch, Susan Rhode, TOT

Topics: - Review safely and fire precautions
         - Cordwood, cubic measure and board ft. volumes
         - Project schedule and review
         - Forest Roads Overviews
         - Maint. and drainage design
         - Restoration of forest roads

Handouts: Cord wood volumes
          Cubic foot volumes
          Determining volumes of trees and logs

Conservation Leader
Newsletter - Ecosystem Health
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: October 6
Location: Buckeye Ridge, Trinity Lake
Instructors: Ken Baldwin, Roger Jaegel, Durand Mortenson, Dan Naef
Guests: Laird Crandell, Ginger Lynch, TOT
Topics:
- Operation and safety - Bitterdroot Yarder (exercise)
- Cordwood measurement (exercise)
- Scale small logs (exercise)
- Management history/fire history of the area

Handouts:
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: October 13
Location: Classroom - fairgrounds
Instructors: Ken Baldwin, Roger Jaegel

Topics:
- Review of federal contracts
- Review multi task labor intensive forestry contracts
- Review in detail to solicitation, offer, award sections
- Review service contract plantation survival exams

Request for Quotations
- Cost estimating exercise on precommercial thinning project
- Labor, equipment, travel, costs
- Costs/unit
- Final bidding

Handouts: How to bid federal contract
           RFQ-plantation survival
           Multi task service contract R.F.P.
ECOSYSTEM MANAGEMENT TECHNICIAN CLASS

Date: October 20
Location: WRTC - Fairground classroom
Instructors: Ken Baldwin, Roger Jaegel
Topics: - Geographic positioning system orientation
      - Forest practices competency testing
      - Forest inventories
Handouts:
10-28, 11-3, 11-10, 11-17

Entrepreneurship training offered through the Cascade Small Business Development Center.
Competencies Expected of Students Completing Ecosystem Management Training through the Watershed Research and Training Center, Hayfork

<table>
<thead>
<tr>
<th>NR 185 Ecosystem Management</th>
<th>NR 166A Forest Practices</th>
<th>NR 166B Ecosystem Inventory</th>
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<tr>
<td><strong>Basic Skills</strong></td>
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<td>Plant Identification</td>
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<td>Plant Community and Habitat Assessment</td>
<td>Chain saw operation and maintenance</td>
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| Integrating Skills         |                          |                            |
| Site Inventory             | Harvest Practice Assessment | Field Sampling techniques |
| Assessing ecosystem management activities | Interpretation of project specifications | Marking Prescriptions |
| Cumulative Effects in the Landscape | Project assessment and layout |                            |
|                             | Proper tool/equipment/material selection |                            |
|                             | Specialized equipment operation |                            |
|                             | Work crew organization |                            |
|                             | **Specialized skills** |                            |
|                             | culvert installation |                            |
|                             | road closures and obliteration |                            |
|                             | small diameter thinning and extraction |                            |
|                             | prescribed burning |                            |
|                             | stream restoration |                            |
|                             | riparian planting |                            |
|                             | native seed and special forest products gathering |                            |
Certificate of Completion

awarded to

Recipient

for Successful Completion of
Ecosystem Management Technician Training

November 18, 1995

presented by
Watershed Research and Training Center
in Partnership with

Watershed Research and Training Center

Trinity Occupational Training

US Forest Service

Shasta College
PARTICIPATING AGREEMENT

Between

WATERSHED RESEARCH & TRAINING CENTER

And

USDA, FOREST SERVICE, SHASTA-TRINITY NATIONAL FOREST

(PA No. 14-94-12)

THIS AGREEMENT, made and entered into by and between the Watershed Research & Training Center hereinafter known as the WR&TC, and the USDA, Forest Service, Pacific Southwest Region, hereinafter known as the Forest Service, acting through the Regional Forester, Pacific Southwest Region, under the provisions of the Cooperative Funds and Deposits Act of December 12, 1975, P. L. 94-148 (89 Stat. 804; 16 U.S.C. 565a-1 - 565a-3), for the purpose of cooperating in the WR&TC’s job training and development programs.

WHEREAS, the Forest Service has the responsibility for administration of the lands in the National Forest system, and for other lands administered by the Forest Service; and

WHEREAS, the WR&TC is desirous of participating in a conservation work program as a means of providing valuable job training and development program for WR&TC members; and

WHEREAS, the Forest Service recognizes the advantages of using the services provided by cooperating organizations in the administration of these lands; and

WHEREAS, the WR&TC has an established program to identify and recruit enrollees from areas of high, chronic unemployment, to be placed in job training and development programs; and

WHEREAS, enrollees to be trained lack adequate education and or job skills to compete for Government contracts and Federal or private sector employment; and

WHEREAS, the training will help qualify enrollees for employment and possibly achieve the Forest Service mission in regards to the Presidential Option 9 program of “jobs in the woods”; and

WHEREAS, both parties to this Agreement deem it mutually advantageous that enrollees in the program broaden and develop the scope of their work experience

NOW, THEREFORE, in consideration of these premises, the parties hereto agree as follows:

RECEIVED
SEP 30 1994
A. THE WRATC AGREES

1. To be responsible for recruitment of eligible enrollees into the program, with participation from the Forest Service in the interviewing of the enrollees. The WRATC will do the screening, the interviewing and the hiring of the enrollees.

2. Insure that eligible enrollees will have suitable work attire and meet specialized project requirements as specified in the Operating plan.

3. To complete all required enrollment forms and only refer enrollees to the Forest Service in the numbers agreed upon in the Operating Plan.

4. To request an advance of funds for amounts needed to meet the Forest Service share of the Agreement costs. Each advance will be limited to the needs identified and agreed upon. The amount requested for any one month may not exceed that month’s estimated outlays. Standard Form 270, Request for Advance Reimbursement, will be used.

5. To submit, for approval, a monthly statement of expenses incurred. Each monthly statement will include a copy of the enrollees' timesheets, signed by the Forest Service Crew Supervisor, as support. Each timesheet will have the project number(s) that the enrollees worked on that month.

6. Refund any unliquidated advances within 15 working days after the end of the annual work period, or upon termination of this Agreement.

7. To submit, within 90 working days from the completion of the annual work period, Standard Form 269, Financial Status Report.

8. All budgetary information will be submitted to the Unit Collection Officer, as specified in the operating plan.

9. To assure that training accomplishment is documented for each enrollee at the completion of the enrollee’s participation. A copy will be provided to the Forest Service, and to the enrollee for use in a resume.

10. To accept tools, materials, equipment and facilities, furnished by the Forest Service, on a loan basis only. All such items will be returned in the same condition as received, except for normal wear and tear in the project use. Negligent acts by the enrollee, causing loss or damage to the equipment, will be paid for by the WRATC.

11. The Principal contact for the WRATC will be identified in the Operating plan. The WRATC Contact will work with the Forest Service to facilitate communications between the parties. The WRATC Contact will be responsible for managing the WRATC’s day-to-day activities for the Agreement.
13. To take appropriate disciplinary action in accordance with WR&TC personnel practices when notified by the Forest Service of unacceptable behavior, conduct, or performance.

B. THE FOREST SERVICE AGREES

1. To advance funds to the WR&TC, based on approved Standard Form 270.

2. Upon comparison and verification, to liquidate advances by applying the approved expenses submitted by the WR&TC.

3. To provide technical supervision to the enrollees as agreed to in the Operating Plan.

4. The Forest Service role in supervision will be that of overseer or superintendent to the program.

5. To reimburse the WR&TC in accordance with the Operating Plan.

6. To provide transportation to the enrollees between the assembly point(s) (generally District Offices) and the work sites if agreed to in the operating plan. The assembly point(s) and the work sites will be determined by the Forest Service.

7. To provide tools, equipment, materials, and facilities as agreed to in the Operating Plan.

8. The Forest Service Representative (identified in the operating plan) will serve as the principal contact between the Forest Service and the WR&TC on matters concerning this Agreement.

9. To provide a Project Coordinator for each project. Specific duties of the Project Coordinator will be listed in the Operating Plan.

10. To evaluate and document enrollee's performance as provided by the WR&TC's Program.

11. Enrollees assigned to wildfire suppression will be converted to an AD appointed employee as an Emergency Firefighter. The WR&TC will not be reimbursed for this time. The enrollee would be paid by the Forest Service based on skills and duties assigned on the fire.

D. IT IS MUTUALLY AGREED AND UNDERSTOOD BY AND BETWEEN THE SAID PARTIES

1. Any facilities developed, or land resources maintained or improved, under this Agreement, shall be and remain the property of the United States.

2. The purpose of this Agreement is to enable the enrollees to compete for Government contracts, employment in the Forest Service, or in private industry.

3. Enrollees under this Agreement, and under the direction of Forest Service supervision, shall not be considered Federal employees within
the meaning of the

Enrollees supervised by the Forest Service will be covered by the
Forest Service for workman’s compensation and tort claims.

4. Representatives from both parties will meet annually to develop an
Operating Plan.

The Operating Plan will be an addendum to this Agreement, and
will cover the current calendar year. The purpose is to more
specifically clarify the operations of this Agreement.

5. The purpose of the Agreement is to support the WR&TC’s training
program. It is agreed that productivity rates will be affected by the
increased time devoted to training, and that the Forest Service will
take this into account when identifying the amount of time needed to
complete the projects. It is also agreed that the rates paid to the
enrollees are commensurate with the extent to which productivity is
affected by the time devoted to the training.

6. Nothing herein shall be considered as obligating the Forest Service to
expend, or as involving the United States in any contract or other
obligations for the future payment of money in excess of the
appropriations authorized by law and administratively allocated for
this work.

7. No Member of, or Delegate to Congress, or Resident Commissioner, shall
be admitted to any share or part of this Agreement, or to any benefits
that may arise therefrom; but this provision shall not be construed to
extend to this Agreement if made with a corporation for its general
benefit.

8. In carrying out the terms of this Agreement, there shall be no
discrimination against any person because of race, color, creed,
religion, national origin, age, or sex. Preference will be given to
hiring enrolles in the affected area as defined in Option 9.

9. The WR&TC shall give the USDA, Forest Service, or the Comptroller
General, through any authorized representative, access to and the right
to examine all records, books, papers, or documents related to this
Agreement.

10. Disclosure of lobbying activities certification was effective after
December 23, 1989, and applies to Agreements if the initial award is
over $100,000.00. The WR&TC will complete Form SF-LLL-A. Disclosure
of Lobbying Activities, and furnish this information to the Forest
Service as required.

11. This Agreement in no way restricts the Forest Service from
participating in similar activities with other public or private
agencies, organizations, or individuals.
12. This Agreement may be revised as necessary by mutual consent of both parties, by the issuance of a written amendment, signed and dated by both parties.

13. Any monies that are payable from the United States, under this Agreement, to any person or legal entity not an agency or subdivision of a State or local government, may be subject to administrative offset for the collection of any debt the person or legal entity owes to the United States. Information on the person's or legal entity's responsibility for a commercial debt owed the United States shall be disclosed to consumer or commercial credit reporting agencies.

14. The Forest Service, in writing, may terminate this Agreement in whole, or in part, at any time before the date of expiration, whenever it is determined that the WR&TC has materially failed to comply with the conditions of this Agreement. The WR&TC shall not incur any new obligations for the terminated portion of the Agreement after the effective date and shall cancel as many obligations as is possible. Full credit shall be allowed for the Forest Service share of the obligations incurred to the effective date, and all noncancellable obligations properly incurred by the WR&TC prior to termination.

15. Either party may terminate this Agreement by providing 60 days written notice, unless terminated by the Forest Service unilaterally for cause in accordance with item 20 of this section.

16. This Agreement shall be effective upon execution by all parties hereto.

IN WITNESS THEREOF, the parties have executed this Agreement as of the last date written below.

[Signature]
WR&TC Executive Director
The Watershed WR&TC

9-21-94
Date

[Signature]
STEVE FITCH
FOREST SUPERVISOR
PACIFIC SOUTHWEST REGION

9-21-94
Date
AGREEMENT FOR SERVICES

This agreement made and entered into this 8th day of May, 1995 by and between Trinity Occupational Training, Inc. (T.O.T) hereinafter referred to as “T.O.T”, and the Watershed Research and Training Center hereinafter referred to as “Center”.

Whereas, T.O.T. wishes to secure certain services from the Center which is an OJT provider, we are reimbursing for extra ordinary training costs associated with this on-the-job training. NOW THEREFORE, IN CONSIDERATION OF THESE PREMISES, AND THE MUTUAL PROMISES, CONVENANTS AND CONDITIONS, THE PARTIES HERETO AGREE AS FOLLOWS:

1. It is understood and agreed by the parties hereto that CENTER while engaged in complying with and in performance of the terms of this Agreement, is an independent contractor and is not an officer, agent or employee of T.O.T.

2. The CENTER will be reimburses for cost as provided in Attachment A, a copy of which is attached hereto and incorporated by reference herein. Expenses allowed will be between the period February 1, 1995 through December 31, 1995.

3. This agreement is supplementary to a separate OJT contract and developed because extra ordinary training costs were to be incurred resulting from a large number trainees at on-time.

4. No waiver or modification of this Agreement or of any covenant, condition of limitation herein contained shall be valid unless in writing and duly executed by the parties to be charged therewith.

5. This Agreement shall be binding on and inure to the benefit of the respective parties.
6. It is understood by the parties and agreed that T.O.T., its officer, agents and employees, shall not be liable or responsible for any injury or damage to person or property resulting from the operations or activities of CENTER while engaged in complying with any of the terms of this Agreement. CENTER agrees to indemnify and hold harmless against all claims and liability for repayment, damages or injury to persons or property resulting from the activities conducted under this Agreement.

7. This agreement shall commence on May 8, 1995 and terminate on December 31, 1995.

8. The total dollar amount of all costs to be reimbursed shall not exceed $80,368.

IN WITNESS WHEREOF, the parties hereby have caused this Agreement to be executed on the day and year written above.

TRINITY OCCUPATIONAL TRAINING, INC.

BY [Signature]
Executive Director, T.O.T.

WATERSHED RESEARCH AND TRAINING CENTER

BY [Signature]
Director
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into among the Hayfork Watershed Research and Training Center (Center) and the Shasta-Tehama-Trinity Joint Community College District (Shasta College).

The above parties agree to a partnership agreement whereby an Ecosystem Management Program will be developed, initiated, and delivered in the Hayfork region on a pilot basis commencing Spring 1995.

Shasta College agrees to become the formal training vendor for this project-based retraining program for displaced timber workers.

The responsibilities of the parties shall be as follows:

1. Shasta College shall provide instructors for the courses. Instructors shall be selected through the college hiring process and will be paid as per the Part-Time Certificated Salary Schedule.

2. The courses offered in Spring 1995 shall be:

   a. Natural Resource Conservation Awareness - NR 185
      1 college unit
      18 hours lecture

   b. Forest Practices - NR 166A
      3 college units
      90 hours of instruction - lecture/lab

   c. Timber Cruising - NR 166B
      3 college units
      90 hours of instruction - lecture/lab

   d. Other classes as developed through Shasta College curriculum procedures.

3. The Shasta College courses shall begin approximately April 1, 1995.

4. Shasta College will be responsible for registering students enrolling in the college courses.
5. The Watershed Research and Training Center shall be responsible for the following items:
   a. Provide facilities for classroom activities.
   b. Provide work projects to coincide with classroom activities.
   c. Recruitment of students for the courses offered by the college.
   d. Provide logistics for the college courses.

6. It is understood by both parties that enrollment fees, textbooks, equipment and supplies will be paid for by either the Center or the students enrolled in the courses. The enrollment fees for Spring 1995 will be as delineated in the 1994-95 Shasta College catalog. The recommended minimum number of students enrolled in each college course shall be fifteen (15).

This Memorandum of Understanding is entered into on February 24, 1995

Superintendent/President
Shasta College

Director-Hayfork Watershed Research
& Training Center

Contact Person-Shasta College

Contact Person-Center

sah
Appendix E
ECOSYSTEM WORKFORCE TRAINING: Building Local Capacity for On-going Delivery of
Jobs-in-the-Woods Training in Southwestern Oregon
A Proposal from the Rogue Institute for Ecology and Economy

I. Introduction
Resource management agencies, industries and workers face serious and disruptive changes due to
ongoing changes in public perceptions and expectations over how forest ecosystems will be managed.
These influences necessitate the development of new approaches to forest resource management which
many enterprises and workers are presently not trained or equipped to implement. As a consequence,
businesses and industries dependent on forest resources are laying off workers or going out of business.

These dislocations are often most damaging in rural and resource dependent communities traditionally
dependent on these forms of employment. Rural unemployment and poverty levels in most areas are
generally 5-20% higher than those of corresponding urban centers. This project addresses these issues
through both skill enhancement training targeted for future resource management needs, and directing
the opportunities created by this program to the rural areas most seriously impacted by these changes.
The experiences gained by this program will also assist public land managers in determining how to
formulate bidding and contract procedures in ways which will provide the greatest contribution to local
community well-being.

II. Purpose of the Proposal
The funding requested in this proposal will be used to support the critical administrative capacity
building necessary to coordinate and implement a comprehensive worker retraining program in
ecosystem management field skills. This support is essential for the following reasons.

1. The 1995 Jobs-in-the-Woods (JIW) program represents the first time a wide variety of organizations
   in southwestern Oregon have attempted to collaborate in delivering a major displaced worker
   training program.
2. This program is being developed as a prototype for other types of workforce retraining and
development. Innovative features include: the development of a worker certification recognized by
   both the state higher education program and the federal land management agencies; coordinating
classroom and on-the-job training with the completion of important restoration projects; and on-
going coordination with industry to develop and adapt to the new work situations now emerging.
3. Project dollars currently available are only sufficient to accomplish contracted fieldwork. Without
   additional funding, the ability to maximize the chances of successfully placing participants, and the
   ability to carry out successful training programs in subsequent years may be seriously impaired.

III. Project Activities and Outcomes
The funding requested in this proposal will be used to support the following six areas of activity.
Anticipated outcomes are listed at the conclusion of each activity description.

A. Coordination of JIW Steering Committee
The Rogue Institute began working with Rogue Community College in the fall of 1994 to begin
developing this project. In December this group expanded to include the BLM, Forest Service, Jobs
Council, Southern Oregon Women’s Access to Credit, SOREDI, and several other organizations to begin identifying the resources needed to implement such a program. In January, this group outlined the key areas of activity necessary, created an overall workplan and timeline, and identified lead organizations for all of the major areas of activity. The Institute and RCC continue to take the lead role in coordinating this effort. The specific tasks in this category which will be carried out during this project will be:

- Organize and facilitate monthly meetings of the seven cooperating organizations implementing the training program.
- Collect and disseminate notes to participants
- Represent the Rogue JIW Demo at state and regional gatherings related to this program.

**Anticipated Outcomes:** Regular meetings of the steering group. Documentation of group meetings and communications within the group.

**B. Financial Management and Oversight of Training Team**

Careful accounting of the resources used in implementing this program is required to insure that USDA Forest Service and Bureau of Land Management mandates are fulfilled. Beyond this programmatic requirement, the Institute is committed to timely reporting of the financial and time resources in ways which will facilitate ongoing monitoring and evaluation of project performance. Tasks will include:

- Monthly summaries of payroll and related project expenditures.
- Monthly summaries of total funds expended and remaining.
- Mid-term project financial summary
- End of program audit on all project expenditures.

**Anticipated Outcomes:** Monthly financial monitoring mechanisms, systematic financial history of project implementation, project end financial audit and analysis.

**C. Identify, Secure, and Schedule Additional Training Projects**

At the present time, the total anticipated budget for the Rogue JIW program is $324,000. Of this total, only $200,000 in designated “Jobs-in-the-Woods” projects have been identified. The Institute is currently recruiting projects from a variety of other sources. Approximately $50,000 in additional potential projects have been identified and are now in negotiation. Securing these projects and coordinating scheduling will require significant time and attention during the first 4-5 months of this project. The specific tasks anticipated for this category include:

- Work with agencies to identify additional projects.
- Work with other public and private groups to identify and develop training projects.
- Assist in project design and layout where necessary
- Coordinate project scheduling.
- Identify and secure additional resources and technical assistance necessary to carry out projects.

**Anticipated Outcomes:** Secure an additional $125-150,000 in new projects for the training program; develop and coordinate project timelines and schedule. Maintain uninterrupted flow of work for the training team.

**D. Build Ongoing Network of Cooperators Necessary for Subsequent JIW Programs**
A wide variety of resources are necessary to successfully implement a training program of this size. Many of these elements require significant initial investment of time and outreach to develop and secure. Among the items which will have to be organized in order to implement this program are:

- Equipment and transportation leasing
- Insurance, licensing, and safety provisions
- Technical assistance for high skill restoration/improvement projects
- Industry participation in training program development and trainee placement
- Community outreach in resource dependent rural communities.
- Coordination with agencies in identifying appropriate projects relevant to training objectives.

**Anticipated Outcomes:** Established relationships with key resource providers in each of the categories identified above necessary to successfully implement a JIW project. These contacts should be transferable in the event the employer of record responsibilities are coordinated by a different entity in subsequent program years.

**E. Project Evaluation**

An essential role of the first year program will be to develop experience and systematic observations about the effectiveness of the unique strategy for implementing JIW being used in the Rogue Valley. Among the indicators of effectiveness which will be monitored are:

- Number of jobs completed versus anticipated (Project Productivity)
- Hours/resources spent in completing projects versus projected (Personnel Productivity)
- Total cost of project versus projected (Cost)
- Cost/trainee (Cost Efficiency)
- Evaluation of project quality (Quality)
- Placement of trainees 60-90 days after project termination (Effectiveness)
- Evaluation of customer satisfaction (Customer Value)
- Evaluation of trainee satisfaction (Recipient Value)

**Anticipated Outcomes:** A final project report outlining performance in the criteria listed above. A set of recommendations for improvements or modifications for subsequent JIW programs.

**F. JIW Program System Development and Codification**

Plans are already being developed to implement two additional JIW programs in southern Oregon in 1996 (Grants Pass, Klamath Falls). In order to minimize redundant learning, the Institute will endeavor to document and codify the lessons being learned in this years JIW program into an implementors handbook. Among the topics covered in the handbook will be the following:

- Payroll and Accounting
- Liability and Insurance
- Organizational Structure and Licensing
- Equipment and transportation
- Education, Training, and On-the-Job applications
- Supervision and trainee management
- Project Planning, Identification, and Procurement

**Anticipated Outcomes:** A project implementors handbook suitable for distribution to prospective JIW program coordinators throughout the region.
IV. Budget

The budget for this project assumes an average of one .5 FTE program administrator for a twelve month period. This period would allow for continuity between this years JIW program and the organization and implementation of a 1996 JIW program. It would also allow for adequate time to conduct a post-project evaluation and recommendations development.

The half-time allocation is an average. We anticipate that the administrator will have to work full-time during the first 4-5 months of the program in order to successfully recruit the necessary projects and secure all of the logistical elements such as transportation and equipment necessary to carry out projects. This period will also require substantial program support from other Institute staff. As a consequence, we expect to submit billings totaling up to 35% of the total grant amount within the first 60-90 days of the program. As the program stabilizes, the time necessary for administration will diminish significantly.

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**TOTAL EXPENSES** | **$27,200**
Appendix F
July, 1995

Displaced Timber Workers: Key Questions for Developing Retraining Strategies

C.L. Gobeli, A. Findley, and S. Daniels*

Helping displaced timber workers cope with employment transitions can be exhilarating, challenging, and frustrating.

To increase the chance that these transitions will be effective and result in positive personal, family and community changes requires hard work, focused by thoughtful, coordinated, and integrated planning and services, inspired by hopes and dreams, yet grounded in local labor market realities.

Unfortunately, little is known specifically about the most effective strategies for displaced timber workers in the Northwest. The following program planning model and key questions are based on what is known in general about program planning and career transitions. The exploratory analysis of two different retraining programs in Linn and Benton counties will hopefully lead to additional guidelines, grounded in local experiences.

Corrine L. Gobeli, Ph.D., and Angela Findley, research assistants; Steve Daniels, Associate Professor and Principal Investigator, Department of Forest Resources, Oregon State University, Corvallis, Oregon, 97331 (503) 737-3055
Displaced Timber Workers: Key Questions for Developing Retraining Strategies

A Program Planning Model

Successful workforce retraining programs for displaced timber workers don't just happen. They result from thoughtful, creative, flexible, yet systematic planning. A program planning model can help planners negotiate the maze of large scale philosophical and political issues about overall program intent as well as the myriad day to day operational details of scheduling and supplies. A program planning model also brings order and structure to a complex, confusing decision-making process.

The program planning model presented here is based on several assumptions.

• Any retraining effort must be learner-centered, based on what timber workers need to know and be able to do in order to make effective transitions, given the diversity of their personal goals and characteristics as well as the unique opportunities and realities of the local community and labor market.

• The planning model should incorporate what is known about the timber worker; it is designed to serve, what is known about creating effective learning environments for adults, and the realities of the local labor market.

• While systematic planning leads to more effective programs, planners must be flexible, able to adapt to changing needs, conflicting priorities, and diverse perspectives.

• The planning process should be a collaborative effort, enlisting the support, resources, and expertise of a wide variety of community partners.

The interactive planning model described here consists of several inter-related processes, firmly embedded within a particular context.

Successful workforce retraining programs for displaced timber workers don't just happen.

An Interactive Program Planning Model

The following list of questions will help focus thinking about planning programs to help woods workers in rural, timber-dependent communities make effective employment transitions.

Gobeli, Findley, & Daniels, July 1995
Assess/Analyze

Describe the situation clearly. Understand the factors which might influence program design, implementation, and outcomes. Recognize, elicit, and integrate community expertise, resources, opportunities, and limitations. Know your target audience.

Labor Market
What are the important local labor market factors:
- diversity of industry?
- unemployment rate?
- demand for workers?
- skills needed?
- trends in employment?

How is the labor market segmented geographically?

Community
Who are the important community partners in this program?
- Business community (Chamber of Commerce)
- Large employers
- Small employers
- Education providers (Community colleges, public and private business and technical schools, Universities, University Extension Offices)
- Government (city, county, state, federal)
- Job Training Partnership Act (JTPA) service providers
- Oregon Economic Development Department
- Oregon Employment Division
- Workforce Quality Councils
- Industry associations
- Unions
- Social service agencies
- Other?

What perspectives, resources and skills could these partners provide to the program?

What goals and objectives might these partners have for the program?

What personal and community networks are supporting the participants:
- now?
- during the program?
- after the program?
How will data be gathered about the target audience?

Based upon the assessment/analysis, what are the primary goals and objectives of the program? Which occupational and personal needs will the program address?

Design/Develop

Create a plan or blueprint for program services, based upon results of situation assessment/analysis and identified program goals. Select or develop materials, coordinate resources, establish operating policies, procedures, and responsibilities.

What are the target employment occupations for this program?
- Are these occupations feasible given the local labor market?
- How desirable are these occupations to the target audience?
- How feasible are these occupations given the target audience’s current KSA’s?
- What occupations are emerging or projected for the future?
- What innovative ways exist to identify future occupational needs?

What specific performance objectives will be established?

How will participant’s personal and occupational goals be accommodated?

What specific services will be necessary to assist participants in making effective transitions?

How can services be combined and integrated to best meet participant needs and ensure learning in context?
Possible program services:
- orientation
- career assessment
- job search assistance
- classroom training
  - basic skills (literacy: reading, writing, mathematics, communication)
  - vocational skills
- on-the-job or apprenticeship training
- support services
  - financial (wages and/or benefits)
  - transportation
  - work clothing and/or tools
  - child care
  - personal counseling
  - other?

Who will serve on the team to design and develop educational components of the program?

Where will training take place? What facilities will be necessary to house program operations?

What staff will be needed to provide services?

What instructional and occupational materials and media will be necessary to support program services?

Implement

Deliver efficient, effective, relevant and timely program services. Monitor and maintain program quality.

Program Management
Marketing
- How will the program be marketed:
  - to gain community support?
  - to notify the community of program progress?

Recruitment
- How will the program participants from the target audience be:
  - identified?
  - screened?
  - selected?
Budgeting
- What financial resources will be needed to support program services?
- How will the budget be managed and monitored?

Staffing
- What staff will be needed?
- What recruiting, selection, and appraisal criteria will be used to ensure quality staffing?

Scheduling
- When will services be provided?
- How often will program services be offered?
- How will participant needs and preferences be accommodated and reconciled with resource and staff availability?

Instructional (Learning) Experiences
What criteria and expectations will be established for instructional staff?
- respects experience, skills, and heritage of participants
- facilitates rather than teaches
- uses questioning techniques to involve, stimulate and challenge participants
- models desired vocational and interpersonal skills
- balances presentation, discussion, and application
- actively promotes understanding and retention

What can be done to establish a climate conducive to immediate and continuous lifelong learning?

What will be done to establish a climate conducive to immediate and continuous lifelong learning?
- psychologically safe, positive and supportive
- physically comfortable with adequate lighting, seating, sound, etc.
What strategies and techniques will be utilized to ensure:

- participants clearly understand objectives?
- appropriate sequencing and pacing of content and activities?
- integration of new learning with what participants already know?
- active participant involvement?
- practice in applying skills to real world problems?
- timely, accurate, credible and constructive feedback on performance?
- variety in methods and materials?
- accommodation of different learning styles?
- opportunity to reflect on meaning and application of new skills and knowledge?
- transfer of learning to real world situations through:
  - individual action plans?
  - mentors?
  - professional networks?
  - peer groups?
  - refresher courses?

What methods will be used to assess participants' progress toward meeting performance objectives?

What recognition and documentation will be provided to participants as evidence of successful program completion?

- celebrations of program completion and graduation?
- certificates of completion?
- publicity, news releases?

What explicit performance standards and criteria will be used to determine program success?

Evaluate

Determine whether the program was effective and goals and objectives were met. Identify needed program improvements.

What procedures will be established to ensure that evaluation takes place on a continuous basis, not just at the end of the program?

How will needed program improvements be identified?

What explicit performance standards and criteria will be used to determine program success?

Who will participate in program evaluation?

When will follow-up evaluation take place?

Gobeli, Findley, & Daniels, July 1995
Helping displaced timber workers cope with occupational transitions can be exhilarating, challenging, and frustrating.

What methods will be used to determine:
- participants' attitudes toward the program?
- if participants acquired the desired knowledge and skills?
- if participants get jobs in the targeted occupations?
- if participants achieved their personal goals?
- if the program made a difference:
  - to the lives of the participants?
  - to the stability of timber-dependent communities?

A Final Word...

Helping displaced timber workers cope with transitions can be exhilarating, challenging, and frustrating. These transitions have the potential to profoundly change timber workers' lives, their families' lives, and their communities.

We hope these questions help you as you develop strategies to help displaced timber workers make effective transitions.

For more information

If you are interested in learning more about timber workers or about designing or delivering retraining programs, refer to the following resources.


Glossary

Advisory /Steering Committee
A group of interested individuals with knowledge and expertise about the major issues (labor market, community, timber workers, adult education) which must be addressed in the designing programs for displaced timber workers.

Apprenticeship training
Vocational training, regulated and monitored by the Bureau of Labor and Industry, in which a trainee follows a prescribed course of work experiences and classroom instruction, typically under the direction of a skilled worker.

Assessment
Activities designed to help participants assess their occupational experience, values, interests, knowledge, skills, and abilities in order to develop realistic career plans.

Basic skills training
Training, offered by the program provider or other educational institutions, designed to upgrade basic literacy skills: reading, writing, mathematics, oral communication.

Career
The evolving sequence of a person's work experience over time (Arthur, Hall, & Lawrence, 1989).

Classroom training
Training, either basic skills or vocational, which occurs in a formal classroom setting, provided by formal educational institutions, employers, trade associations, unions, program providers, or community partners.

Context
Relevant social, political, economic, cultural, biological, and community elements which have the potential to influence participants, programs, services, and outcomes.

Job search assistance
Individual and group activities to help participants conduct effective self-directed job searches. Activities are typically designed to enhance skills such as identifying and contacting prospective employers, completing applications, preparing resumes and cover letters and interviewing. Jobs in the Woods programs may include special techniques for locating and bidding for contracts or responding to Requests for Proposals.

On-the-job training:
Occupational training offered on an actual work site to persons who possess general work-related skills but need to learn specific job-related skills. JTPA programs may offer a partial wage subsidy for a limited period of time to employers while the employee is being trained.

Orientation
Introductory information provided to potential participants about the services, opportunities, policies and procedures of the program. Effective orientations realistically describe both the potential value and limitations of the program.

Outreach
Promotional and informational activities designed to reach, inform and attract participants to the program. Outreach activities can include written brochures and flyers, newspaper articles, visits by program staff to community organizations, and direct contact with potential participants.

Support services
Services designed to help participants cope with the financial and emotional stresses of unemployment and occupational transitions.

Vocational (technical) skills training
Training specific to a particular trade or occupation, offered by educational institutions, employers, trade or union groups, or program providers.

Gobeli, Findley, & Daniels, 1995
A Model for Designing Appropriate Training Programs
for Ecosystem Workforce Demonstration Projects

October 1995
By Flaxen Conway, OSU Extension Service, and
Charles Spencer, U of O Labor Education Research Center

A Generic Model
When designing an appropriate training program for your local Ecosystem Workforce
Demonstration Project, the following qualities are important to consider to provide a mix of
training formats, personnel, and content that is appropriate to needs, abilities, and desires of
the worker-trainee participants and the likely market demand:

* Training will be similar in all demonstration regions, assuring that the workforce is truly
  efficiently and effectively trained across the state. Plugging into the State’s Apprenticeship
  Program will be critical in this.

* Training of approximately one day (8 hours) per week is optimal. Any more is too
  expensive and beyond the readiness or desire of many of these worker-trainees. Less training
  misses the opportunity for integrating work and learning.

* Training must be a combination of both interactive classroom sessions and hands-on field
  training.

* Training must be available in three main topic areas: science [ecology, botany, species
  identification, forest management, etc.], safety & technical [personal and equipment safety,
  survey and measurement, etc.], and business [business management, contract bidding and
  management, etc.]. See the attached generic training schedule.

* Trainers should be innovative, high-quality, and dedicated to collaboratively work towards
  the goal of this Program, and to the opportunity to extend information to folks who are
  committed to this developing industry. Experience has shown that educators experienced in
  working with this type of adult learner are very important. Cookbook curriculum based on
  classic classroom training is ineffective with this type of learner. Education/training sessions
  must be interactive, with lots of opportunity for hands on and cooperative learning. Long
  stints in the classroom are not desirable or effective with these learners. Therefore, it’s
  important to have the appropriate type of educator, the most innovative curriculum, and the
  most interactive design to make this type of training work. The best way to do this is through
  utilizing a wide variety of educators from universities, industry, community colleges, unions,
  agencies, etc.

* Worker-trainees should complete evaluations of the educators after each class so as to
determine the right match and type of educator for these learners. See the attached list of
potential trainer types.
* The timing between the project work and the training topic must be complementary. Whenever possible, this is optimum. Training that is clearly appropriate to the project work helps in raising worker-trainees' level of interest in, and commitment to, the work. Past experience has shown that they leave the Program with not only the project work experience and the education/training, but with increased self esteem and broader view of the industry. This will travel through their network of friends and colleagues in their communities.

* It's beneficial to have one of the two contract bidding and management sessions early on so as to provide some foundation for worker-trainees to do this on-the-ground bidding training. This experience in preparing and submitting a bid, and tracking actual costs relative to bid price, will significantly increase the worker's confidence and skills.

* The theory and hands-on experience with a wide variety of topics will help worker-trainees "put it all together" and recognize where they have to focus their skill building in the future.

* Past experience has shown that some worker-trainees feel that the tools they receive in personal development are much more effective than training based on project work. As such, this should be one of your design objectives. For example, most came into the Program from a passive role in the workforce. This Program gave them the tools to leave as leaders in the evolving workforce; knowing that they would affect change. Most of these folks would have found some type of employment. Instead they took the risk to participate in this Program because they were attracted to the education component. This was important to them during this life transition.

* Regarding breadth, depth, trainer selection, and design, most topics will be covered as a "strong overview", and as such, the breadth is good, and the depth, though good, will be lacking what it could have been with a longer program.

A Generic Training Schedule

Since the idea is that all demonstration training experiences be at least somewhat similar, thereby working towards common skill standards for the ecosystem management workforce, the following is shared as an example of a generic training schedule that could/should be followed optimally:

* WEEK ONE: This will vary depending on when this specific demonstration project begins. However, it should be at the beginning of the demonstration project, last no more than three days, and cover the following:
  
  Day 1: Welcome & Overview of NEAI; Overview of Demonstration Project & Project Work; Ecology, Community, Economics; The Learning Workplace; Career Development I; Apprenticeship; Employee Orientation

  Day 2: Health & Safety/CPR & First Aid

  Day 3: Driver Training & Chainsaw Safety
This will allow for the project work to start as soon as possible and yet cover the important safety and logistics info right up front.

* Fire Training (behavior, fighting, management, suppression, etc.) is really important to these folks. It is typically scheduled in mid or late June and provided by USDA-FS, ODF, or trainers certified by the National Wildfire Suppression Assoc.

* CONCURRENT TRAINING: Below is a suggested list of training and timing that helps to keep all demonstrations operating towards the outcome mentioned above: (Note: Downlink sessions listed in *italics*.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Week in June</td>
<td>Forest Ecology I</td>
</tr>
<tr>
<td>2nd Week in June</td>
<td>Forest Ecology II (local field/classroom session following up on the Forest Ecology I satellite training session).</td>
</tr>
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</table>
| 3rd Week in June | Survey & Measurement I  
|                  | Land ½ day  
|                  | Stream ½ day |
| 4th Week in June | Stream Ecology I  
|                  | Biology ½ day  
|                  | Hydrology ½ day |
| 1st Week in July | Stream Ecology II (local field/classroom session following up on the Stream Ecology I satellite training session). |
| 2nd Week in July | Business Development I: Contract Bidding and Management I |
| 3rd Week in July | Survey & Measurement II  
|                  | Land ½ day  
|                  | Stream ½ day  
|                  | (local field/classroom session following up on the Survey & Measurement I satellite training session). |
| 4th Week in July | Forest Mgmt I: Forest Practices Laws & Regulations |
| 5th Week in July | Forest Mgmt II: Silviculture (local field/classroom session) |
| 1st Week in August | Forest Mgmt III: Equip Operation in Rest Environments (local field session where visit local, flagship contractors) |
2nd Week in August  
*Forest Mgmt IV:*
  ½ day Wildlife
  ½ day Restoration Wrap Up

3rd Week in August  
Career Development II

4th Week in August  
Business Development II:
  Basic Business Accounting & Planning
  Employers & High Performance Practices

1st Week in Sept  
*Business Development III:*
  BOLI Laws & Regulations
  Cost Share Programs

2nd Week in Sept  
Career Development III

3rd Week in Sept  
Business Development IV:  Contract Bidding & Mgmt II

4th Week in Sept  
The Developing Industry I (local contractor panel)
  Business Development V: Business Record Keeping
    (½ day each)

1st Week in Oct  
The Developing Industry II (ditto above)
  Career Development IV (½ day on their own)

2nd Week in Oct  
Cultural Assessment Survey (½ day)
  Special Forest Products  (½ day)

3rd Week in Oct  
Career Development V

4th Week in Oct  
The Developing Industry III (ditto above) and then
  Graduation! Graduation is and should be celebrated as
  an important event in their lives. Suggested is a luncheon
  where family members can attend, followed by the award
  of certificates of completion, fire cards, etc.

A Generic List of Potential Trainers

Below is a list of the types of potential trainers as related to the topic. Note *none* of
the satellite sessions are listed.

* Forest Ecology II: local Extension Agent, community college instructor, agency or industry
  professional
* Stream Ecology II: local Extension Agent, community college instructor, agency or industry professional

* Business Development I— Contract Bidding and Management I & II: the folks charged with this and the best trainers are with GCAP.

* Survey & Measurement I (Land ½ day, Stream ½ day): local agency or industry professionals.

* Forest Mgmt II—Silviculture: local Extension Agent, community college instructor, agency or industry professional

* Forest Mgmt III: Equip Operation in Rest Environments (a coordinated field trip to visit local, exemplary contractors in both stream and upslope restoration work)

* All Career Development session should be led by the local JTPA partner.

* All Business Development sessions [except Contracting...] should be led by the local community college BDC &/or some other business development professional.

* The Developing Industry sessions should be local contractor panels highlighting the types of work available, the types of employees desired, and good operating practices.
Appendix G
I. COURSE DESCRIPTION

Watershed Restoration Work Coop will provide students with an understanding of the ecological and economical importance of our watershed systems. Human impacts and remediation will be examined through extensive hands on training in bioengineering and monitoring techniques. Vegetation types will be examined and evaluated as to their function in several different habitats.

II. COURSE AIMS AND OBJECTIVES

Students will demonstrate knowledge of the following:

A. Watershed health, biodiversity and human impact;

B. Methods of bioengineering currently used in watershed restoration by state, federal, and local agencies; and

C. The role of partnerships in the watershed restoration process.

III. TEXTBOOK


B. Other materials include contemporary articles and pamphlets regarding applicable restoration and monitoring methods.

IV. INSTRUCTION TECHNIQUE

A. Lectures are supplemented by demonstrations, 35mm slides, videos, and collaborative learning groups and class discussions.

B. Other instructional techniques include field trips with various agencies to view stream enhancement projects in urban, agricultural and upland sites. Other field trips look at an experimental forest and put to use practical map and compass skills.
C. Field work includes six weeks of restoration projects. Projects may include upland erosion control with the U.S. Forest Service in Quinault, a New Zealand fencing project with the Chehalis Basin Fisheries Task Force, and plant salvaging, propagation, and monitoring at Grays Harbor College.

V. COURSE ORGANIZATION AND CONTENT

(See attachment)

VI. METHOD OF EVALUATION

Students will provide the following for teacher evaluation:

A. Field notebooks and journals

B. Group reports and presentations of planting and monitoring project.
## WATERSHED RESTORATION WORK COOP
Spring Quarter - 1995 (10 Credits)
Instructor: Don Samuelson
Room 316, 8:00 a.m. - 5:00 p.m.
Monday - Thursday

### VI  COURSE ORGANIZATION AND CONTENT

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<th>DAY</th>
<th>DATE</th>
<th>AGENDA</th>
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<tr>
<td>Tuesday</td>
<td>April 4</td>
<td>Intro to Course</td>
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<td>Field Notebooks/Journals</td>
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<td></td>
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<td>Trail Tour/discussion</td>
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<td>Wednesday</td>
<td>April 5</td>
<td>Desert Survival</td>
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<td>Personality Study/Jim Chase</td>
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<tr>
<td>Thursday</td>
<td>April 6</td>
<td>Jim Chase</td>
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<td></td>
<td></td>
<td>Prepare for Swell</td>
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<tr>
<td>Monday</td>
<td>April 10</td>
<td>Team Building/Swell</td>
</tr>
<tr>
<td>Tuesday</td>
<td>April 11</td>
<td>Team Building/Swell</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assign Groups</td>
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<tr>
<td>Wednesday</td>
<td>April 12</td>
<td>First Aid/CPR Gary Eisenhower</td>
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<tr>
<td>Thursday</td>
<td>April 13</td>
<td>Nisqually: Plant I.D./Habitat types/Field Notebooks/Journals Due</td>
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<td>Monday</td>
<td>April 17</td>
<td>Ethics of Salvaging/ Salvaging Techniques and plant propagation.</td>
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<td>Begin Field Work At GHC. Assign Groups to Planting Units</td>
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<td>Assign Group Reports</td>
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<tr>
<td>Tuesday</td>
<td>April 18</td>
<td>Continue Planting and Salvaging</td>
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<tr>
<td>Wednesday</td>
<td>April 19</td>
<td>Continue</td>
</tr>
<tr>
<td>Thursday</td>
<td>April 20</td>
<td>Continue</td>
</tr>
<tr>
<td>Monday</td>
<td>April 24</td>
<td>End Planting Projects</td>
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<tr>
<td>Tuesday</td>
<td>April 25</td>
<td>Map Reading and Compass Use</td>
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<td>Topographical and Aerial Photos (Scott Hagerty) U.S.F.S. Quinault</td>
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<td>Wednesday</td>
<td>April 26</td>
<td>Soils and Roads</td>
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<td>View upland Bioengineering Projects (Scott Hagerty) U.S.F.S. Quinault</td>
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<td>Thursday</td>
<td>April 27</td>
<td>Field Notebooks/Journals Due</td>
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<td>DAY</td>
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<td>AGENDA</td>
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<tr>
<td>Monday</td>
<td>May 1</td>
<td>Safety Meeting</td>
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<td></td>
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<td>Begin Upland Erosion Projects</td>
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<td></td>
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<td>(Scott Hagerty) U.S.F.S. Quinault</td>
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<tr>
<td>Tuesday</td>
<td>May 2</td>
<td>Continue Upland Work</td>
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<td>Wednesday</td>
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<td>Tuesday</td>
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<td>Continue</td>
</tr>
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<td>Wednesday</td>
<td>May 10</td>
<td>Continue</td>
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<tr>
<td>Thursday</td>
<td>May 11</td>
<td>Finish Upland Erosion Control</td>
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<td>Field Notebooks/Journals Due</td>
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<td>Monday</td>
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<td>Salmon: Life Cycles/I.D./</td>
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<td>Habitat needs/Wild v. Hatchery</td>
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<td>Tuesday</td>
<td>May 13</td>
<td>Field Trip to Weyco Brisco Ponds and Quinault Hatchery</td>
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<td>Wednesday</td>
<td>May 14</td>
<td>River Systems: Physical, Chemical and Biological Properties.</td>
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<td>Old Growth Stream Walk (Rich McConnell) U.S.F.S. Quinault</td>
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<td>Thursday</td>
<td>May 15</td>
<td>Field Trip: Impacts from farming and Urbanization</td>
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<td>(Troy Colley) Thurston County Conservation District</td>
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<tr>
<td>Monday</td>
<td>May 22</td>
<td>Begin Monitor Planting Unit</td>
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<td>Tuesday</td>
<td>May 23</td>
<td>Continue Monitoring</td>
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<td>Wednesday</td>
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<td>Thursday</td>
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<td>Field Notebooks/Journals Due</td>
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<td>Monday</td>
<td>May 29</td>
<td>MEMORIAL DAY</td>
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<td>Tuesday</td>
<td>May 30</td>
<td>Begin New Zealand Fencing Project</td>
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<td>(Ron Weisner) Grays Harbor Conservation District</td>
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<tr>
<td>Wednesday</td>
<td>May 31</td>
<td>Continue Fencing Project</td>
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Appendix H
Supplemental Project Plan
to the Master Participating Agreement #95-PA-22
between
Rogue River National Forest
and
Rogue Institute for Ecology and Economy
for the Jobs in the Woods Training Project

THIS SUPPLEMENTAL PROJECT PLAN is executed under the Master Participating Agreement #95-PA-22 and incorporates all the terms and conditions of the master agreement by reference.

I. The FY 96 "Jobs-in-the-Woods" projects:

1. LA Fish and Hydro: Work on instream fish habitat structures, drilling with rock and wood drills, cable and glueing fish structures, and transverse/survey streams. (Mgmt. Code 203330)

2. McDonald Basin: Constructing checkdams and hand waterbars, and planting. (Mgmt. Code 203331)


4. L.A. Headwaters: Constructing checkdams and hand waterbars, install erosion control bankets, planting, and grass seeding. (Mgmt. Code 203336)

5. Oxbow: Planting shrubs and brush, and grass seeding. (Mgmt. Code 203337)


7. Mt. Ashland: Constructing checkdams and hand waterbars, planting, and grass seeding. (Mgmt. Code 203339)

8. Bear Slides: Constructing checkdams and hand waterbars, planting, and grass seeding. (Mgmt. Code 203340)

II. The period of work for these projects is expected to be from April 1, 1996 through November 29, 1996.

III. The estimated financial plan is attached.
FOREST SERVICE CONTRIBUTION

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<th>FS IN-HOUSE</th>
<th>FUNDING TO COOPERATOR</th>
<th>TOTAL</th>
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<tr>
<td>Salaries</td>
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<td>62,732</td>
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<td>Travel</td>
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<td>Supplies</td>
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<td>Equipment Use</td>
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<td>Total Direct Cost</td>
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Add: Indirect Cost

Total FS Contribution ........................................... $ 99,576

COOPERATOR'S CONTRIBUTION

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<th>FUNDING TO FS</th>
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<td>Supplies</td>
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<td>Equipment Use</td>
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<td>910</td>
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<td>Total Direct Cost</td>
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Add: Indirect Cost

In-Kind Contributions from other sources: 10,545
Add: Value of contributions where the Cooperator incurs no cost

Total Cooperator Contribution ................................... $ 18,265

PROJECT TOTAL .................................................... $117,841

Total FS Share 84.5% of Project Value
Cooperator Share 15.5% of Project Value

(1) Estimated payment to Cooperator.

Management Codes: See I. - Project Description

Reimbursement shall be made only upon actual expenses incurred by the Cooperator, not to exceed estimated payment (see (1)).
To: Rogue Institute of Ecology and Economy  
762 A Street  
Ashland, OR 97520  

From: Bureau of Land Mgmt.  
Branch of Proc. Mgmt.  
P. O. Box 2965 (952)  
Portland, OR 97208  

Contract No.: 1422H952-A6-2001  
Solicitation No.: ___________  
Response Date: ___________  
Modification No.: ___________  
Item No.: ___________  
Delivery Order No.: T001  
Delivery Order Date: 4/26/96  
Modification Date: ___________

**************************************************************************************

DESCRIPTION OF WORK:

Hardwood and woodland maintenance and hand piling and covering of slash on approximately 23 acres of public land.

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<th>QUANTITY</th>
<th>UNIT PRICE</th>
<th>TOTAL PRICE</th>
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Accounting and Appropriation Data (If required)  
OR116-6650-04-255Z

**************************************************************************************

Brett KanCain  
Executive Director  

Name and Title of Signer  

Name of Ordering Officer  

Cooperator's Signature  4/29/96  

Ordering Officer's Signature  4/29/96  

Date  

Cooperator's Date  

AMENDMENT NO. II

MASTER PARTICIPATING AGREEMENT # 95-PA-22

ROGUE INSTITUTE FOR ECOLOGY AND ECONOMY
762 A STREET
ASHLAND, OREGON 97520

U.S. FOREST SERVICE
ROGUE RIVER NATIONAL FOREST
P.O. BOX 520
MEDFORD, OREGON 97501

Following conditions, Amendment No. II, to the Master Participating Agreement # 95-PA-22 for use and occupation of facilities at the Medford Service Center Compound, 1319 East McAndrews Road, Medford, Oregon by employees of the Rogue Institute for Ecology and Economy (RIEE).

The period of use will be defined as the time that employees of RIEE are working on the various "Jobs in the Woods" projects associated with MOU No. 95-MOU-25.

The RIEE will have exclusive use of the lab trailer that is located at the Service Center Compound as a staging and storage area for tools and supplies. A key has been issued to the designated RIEE crew member. Reference form AD-107 issued to RIEE 5-1-95.

RIEE crews will have access to the main warehouse area for use of the air hose located in the west end breezeway to clean off chainsaws and other tools. RIEE crews will be responsible for cleaning up the area after each use and as required by the compound manager.

RIEE crews shall park their vehicles in the area immediately adjacent to the lab trailer location in the NW corner of the compound as designated by the compound manager. Forest Service "Master Keys" will be issued to designated RIEE crew representatives to open the main gate and access door into the main warehouse building. Refer to AD 107 mentioned above.

RIEE accepts full responsibility for any injury to a RIEE employee or loss of tools, equipment, supplies or vehicles while they are on the Service Center Compound unless such injury or loss is caused by direct negligence of an employee of the Forest Service.
Amendment No. II to Agreement # 95-PA-22

At the conclusion of the work period as noted above, RIEE will clean all areas used by them and return all keys assigned to their representatives.

The before mentioned conditions and regulations have been negotiated by the parties and are agreed to by representatives of each agency.

ROGUE INSTITUTE FOR ECOLOGY AND ECONOMY

GLEN BRADY
Program Director

Date: 2/21/96

U.S. FOREST SERVICE
ROGUE RIVER NATIONAL FOREST

JAMES T. GLADEN
Forest Supervisor

Date: 3/10/96